TEACHER SELF-ASSESSMENT: SUPPORTING STUDENTS' USE OF DATA

Purpose	District and school administrators, teachers, and professional development providers are encouraged to use this tool to self-assess their instructional practices related to helping students use their own data.
Materials	None
Media	None
Topic	Using Student Achievement Data to Support Instructional Decision Making
Practice	Student Use of Data

Teacher Self-Assessment: Supporting Students' Use of Data

Student self-assessment allows students the opportunity to evaluate their own learning progress. With the help of guided self-assessment, students can set goals, demonstrate gains in achievement, and acquire a sense of control over their educational outcomes. Instructional time should be budgeted to instruct and support students in using data to monitor progress and set goals.

Using the tables below, educators can reflect on their practices supporting the student self-assessment process. This tool is divided into three practice categories: communicating about assessment measures, using rubrics to facilitate student self-assessment, and giving feedback to students.

The self-assessment measures in this tool serve as guidelines only. Educators are encouraged to modify the tool to fit the context of their practices.

	Often	Sometimes	Never	Improvement Action
Communicating About Assessment Measures				
I identify and clearly communicate expectations for academic assignments and activities.				
I articulate clear criteria (e.g., rubrics) for assessment of student work.				
I design self-assessments appropriate to students' linguistic and cognitive development and age.				
Students have regular opportunities to assess their own work in my classroom.				
Students have opportunities for improvement through revision, identifying and analyzing their own errors.				
I am sensitive to students' developmental stages, referring to appropriate grade-level standards.				
Using Rubrics to Facilitate Student Self-Assessment				
I share scoring rubrics with students when the assignment is given.				

	Often	Sometimes	Never	Improvement Action
I provide models of excellence based on evaluation criteria.				
Students understand and use my rubrics in their self-assessment.				
I provide students with rubrics or worksheets to evaluate their works-in-progress, guiding revision and improvement.				
Giving Feedback to Students				
I provide timely feedback students can use to improve future assignments.				
Feedback is individualized to meet the needs of students.				
Students have opportunities to provide feedback on each others work.				
I provide constructive feedback focused on specific areas of concern, avoiding broad statements such as "good work."				
I refer explicitly to weaknesses in students' work and indicate how such weaknesses can be addressed.				
Students track their own development over time.				